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ABSTRACT

This guide is intended as a resource for implementing cooperative education skills standards certificate programs in Wisconsin under the School-to-Work Opportunities Act (STWOA). Section 1 is an introduction/program overview in which information is provided on the objectives of cooperative education, program design, program eligibility, and responsibilities of cooperative education partners. Discussed in section 2 are the following school-based learning elements: school-based learning, related classroom instruction, selection of students, cooperative education agreements, learning plans, granting high school credit, learning plan-based assessment, and cooperative education program assessment. Section 3 examines work-based learning, school policies for work-based learning, and workplace mentoring, and section 4 contains seven sample forms for use in cooperative education programs. Appendixes constituting approximately one-third of the document contain the following: definitions; sample school-to-work transition plans for grades K-5 through postsecondary education; list of Secretary's Commission on Achieving Necessary Skills reports; outline of related instruction; suggested mentor training components; information about Wisconsin vocational education student organizations; promotional materials; and sample application materials. (MN)

Guidelines for Implementing a School to Work Opportunities Act (STWOA) Cooperative Education State Skill Standards Certificate Program

Office of School to Work

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Table of Contents

Page

Section I: Introduction and Program Overview

Introduction 2
Cooperative Education: Developing Skills for the Future 3
Program Design 6
Program Eligibility 7
Responsibilities of the Cooperative Education Partners 8

Section II: School Based Learning Elements

School Based Learning 12
Related Classroom Instruction 13
Selection of Students 13
Cooperative Education Agreements 14
Learning Plans 14
Granting High School Credit 16
Assessment Based on the Learning Plan 17
Cooperative Education Program Assessment 18

Section III: Work Based Learning Elements

Work Based Learning 20
School Policies for Work Based Learning 21
Workplace Mentoring 22

Section IV: Forms

Cooperative Education Agreement 24
Student Information Card 25
Learning Plan 26
Student's Work Report 27
Job Termination Request 28
Student's Self Evaluation of Progress 29
Parent's Evaluation of Cooperative Education Program 30

Section V: Appendices

Appendix A: Definitions 32
Appendix B: School to Work Transition Plan 36
Appendix C: SCANS 37
Appendix D: Outline of Related Instruction 39
Appendix E: Suggested Mentor Training Components 40
Appendix F: Vocational Student Organizations 41
Appendix G: Promotional Materials 42
Appendix H: Sample Application Materials
- Application Cover Letter 43
- Application Narrative 44
- Program Application 45
- Program Assurances 46

Forward

In May 1994, the federal School to Work Opportunities Act (STWOA) became law. The purpose of the Act is to create a school-to-work system based on industry-recognized skill standards that assists in easing students' transition from high school into post secondary education and/or employment. In the past, Wisconsin students received school to work transition opportunities through strong academic programs, education for employment initiatives, and vocational education experiences. Wisconsin is now building upon these bases in many ways, one of which is to develop competencies for industry skill standards that are transportable to either post secondary education or work environments.

A method to achieve industry-based skill standards is through a program known as cooperative education (also known as co-op). Cooperative education is a one year, school supervised, paid work experience for junior and senior level high school students. It is a partnership among business, industry, labor and the school which provides students, based upon individual career goals, with authentic experiences in the world of work, combined with classroom instruction.

Cooperative Education has been a successful program in the vocational education curriculum since the early 1960's. The partnerships with business/industry and the school are well established in many Wisconsin communities, with strong relationships between employers and teacher coordinators. In response to the School to Work Opportunities Act, selected Cooperative Education programs are being expanded to include industry-based, state-approved skill standards. STWOA certification provides a mechanism for the credentialing of competencies identified by business and industry that are necessary for the workplace.

This guide is intended to serve as a resource for the implementation of a STWOA approved cooperative education skill standards certificate program. State approval of the expanded cooperative education program described in this guide is dependent on achievement by students of the industry driven and validated competencies identified for each content area.

Students completing a school supervised, paid work experience program in Cooperative Education approved career areas may achieve a certificate endorsed by the Department of Public Instruction; Department of Industry, Labor, and Human Relations; the Wisconsin Technical College System, and business and trade associations.

For more information on Wisconsin's STWOA Skill Standards Cooperative Education Certificate Program, contact the Office of School to Work, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

Section I
Introduction and
Program Overview

Introduction: School to Work

The Wisconsin school to work cooperative education skill standards certificate programs are designed in partnership with business and industry representatives and educators around the integration of school based and work based learning, with appropriate career development experiences.

Every employment opportunity today requires the application of knowledge and skills in a real-world context. The cooperative education skill standards certificate program encourages students to move through a series of learning activities with opportunities for career exploration, further learning, and employment skills based on state standards.

To effectively implement a cooperative education skill standards certificate program, you must first assess where you are with respect to the three components of school to work: school based learning, work based learning, and connecting activities. Successful school to work programs are built around a series of activities that go far beyond a stand-alone cooperative education offering. Implementation of this new approach to certified cooperative education programs must consider the following school to work components:

Work Based Learning

- ▲ Employability Skills Development
- ▲ Work Experience
- ▲ Workplace Mentoring
- ▲ Technical Competency
- ▲ Instruction in All Aspects of Industry

School Based Learning

- ▲ Career Awareness, Exploration & Planning
- ▲ Identification of a Career Major
- ▲ Integration of Academics and Vocational Education
- ▲ Evaluation Systems
- ▲ Secondary/Post Secondary Partnerships

Connecting Activities

- ▲ Matching Students with Employers
- ▲ Professional Staff Development
- ▲ Student Assistance Programs
- ▲ Recruitment of Employers
- ▲ Community and Employer Relations

The Wisconsin STWOA Cooperative Education Skill Certificate Program can assist students in transitioning from school into a career of their choosing.

The attainment of a state approved skill certificate that integrates all three of the described components is the outcome of an effective school to work system.

Cooperative Education: Developing Skills for the Future

Wisconsin STWOA skill certificates in cooperative education are based on a framework of quality and business and industry leadership. It is this business and industry leadership in cooperation with secondary and post secondary educators that set standards recognizable throughout the educational system. Business and industry have three major roles in providing quality assurance to the skill certificate process:

- ▲ Setting and communicating industry skill standards
- ▲ Providing workplace mentors who participate in assessment and skill credentialing
- ▲ Establishing industry-recognized quality assurances that provide for portability of the skill credential.

Business and industry involvement is not new to cooperative education, but what is new is the identification and assessment of skill standards. That is what makes cooperative education skill certificates different from traditional cooperative education programs.

Skill standards are statements of what a person must do and know to perform a job task or responsibility. The technical job performance competencies, or "do" statements are supported by knowledge areas and academic skill competencies. Skill standards provide the necessary focus for entry level employment and continued career opportunities. They are statements of attainment which require that individuals demonstrate their achieved competence through a combination of school based activities and job performance criteria.

▲ Setting and communicating industry skill standards in cooperative education

Industry-based cooperative education skill standards are developed through a collaborative process of educators and industry representatives. This process consists of a representative group of Wisconsin employers and front line workers in a particular industry area who identify and categorize the skills necessary to succeed in that industry today. These skills are cross referenced and linked with existing industry state educational standards. The competency list is then validated by additional employers and educators at both the secondary and post secondary level. Once the skill competencies are established, they are formatted by the Department of Public Instruction, Office of School to Work into a state skill certificate and student portfolio and forwarded to the Department of Industry, Labor and Human Relations (DILHR), The Department of Public Instruction (DPI), and the Wisconsin Technical College System (WTCS) for approval and implementation.

A high school wishing to participate in the state skill certificate program must then use the identified state skills portfolio and competencies as the framework for their cooperative education program.

The process used to approve the development of cooperative education state skill certificates is as follows :

1. Preliminary report including occupational data developed by DPI in cooperation with DILHR and WTCS
2. Employer and educator associations' preliminary support of development
3. State STW Policy Team initial approval to proceed with development
4. STW Cabinet initial approval

* National voluntary skill standards projects have been funded for development by the U.S. Departments of Labor and Education. Standards in 22 industry areas are currently under development.

5. State contract to develop competencies

6. State workplace competencies developed through a modified DaCum process

7. State business/industry validates occupational skills with letters of support

8. State STW Cabinet reviews and recommends for approval

9. STW Cabinet final approval

In order to fully develop and implement this process, the partnership between state agencies, local employers, and local school districts must be interactive. A continuous review of information and material developed by all partners occurs after each step to ensure quality and rigor in the program.

▲ Skill Credentialing

Cooperative education programs that wish to implement the state industry based skill certificates must establish an effective way to assess the skills identified in the student portfolio.

The use of a workplace mentor is critical in assessing the performance of tasks on the job. This assessment is the evidence of what the student knows and can do. Mentor training in assessing workplace skills and student achievement is essential. For most students this will be a new way of assessment and therefore extra time and care may be needed.

The performance level of each competency can be measured in one of three areas: Proficient, Intermediate and Introductory which are rated numerically and explained below.

The student is

3 = Proficient—able to perform entry-level skills and has performed tasks during training program; limited additional training may be required

2 = Intermediate—has performed task during training program; additional training is required to develop entry-level skills

1 = Introductory—is familiar with process, but is unable to perform task with entry-level skill.

Mentors are to rate each of the competencies observed and discuss the results with the student and the teacher coordinator. Mentor assessment procedures are further explained in Section II.

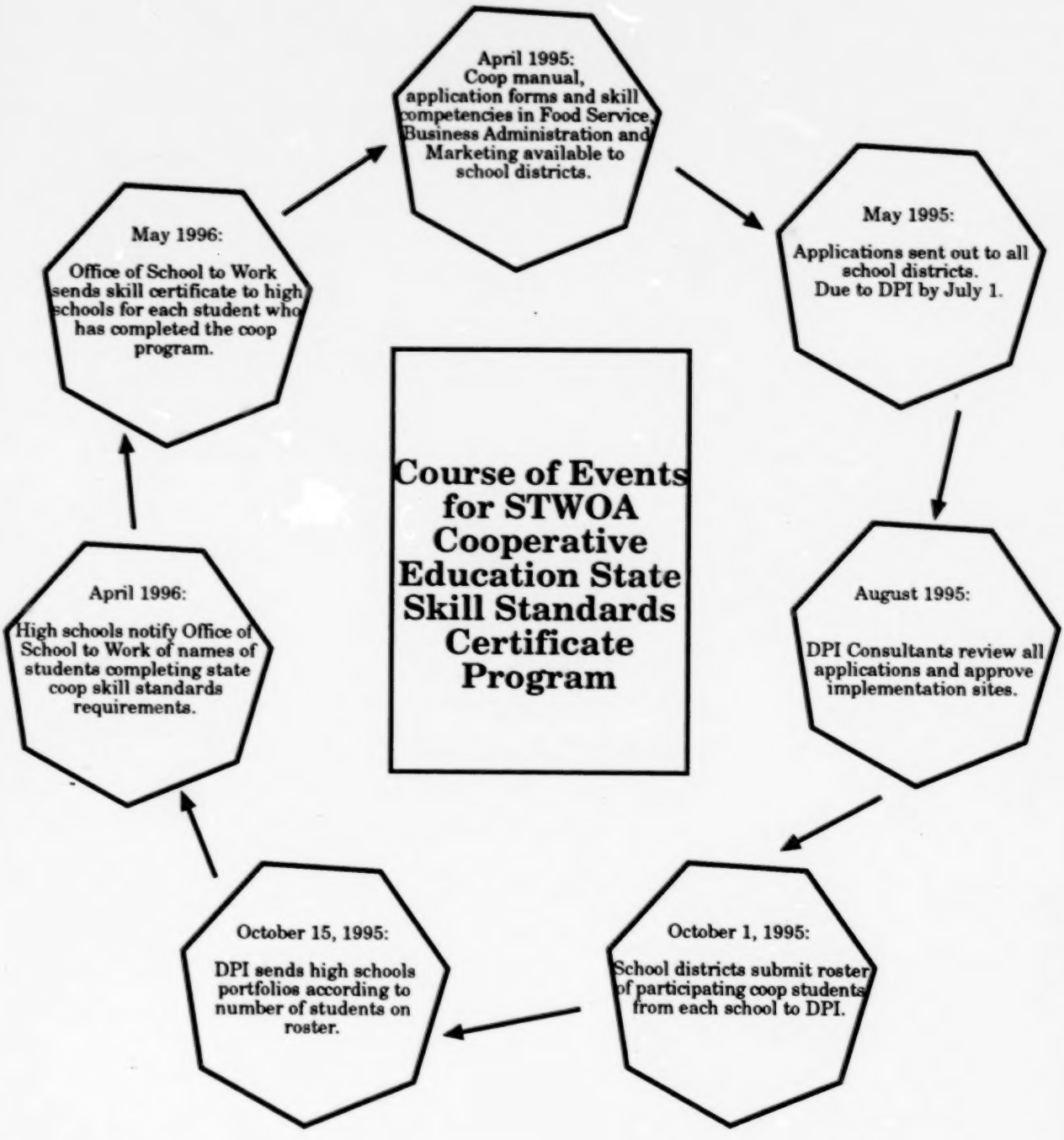
The cumulative rating of all the skills will determine if the student has gained sufficient skills to earn a state certificate.

Students achieving a 3 (proficient) or 2 (intermediate) on 90 percent or more of the state competency list are eligible for a state certificate.

▲ Quality Assurance

Local school districts intending to implement a cooperative education skill standards program that qualifies for a state skill certificate program must maintain a level of quality assurance that industry can support. This guide contains the district and program assurances that are expected to be maintained (see page 46). The quality and success of the implementation is dependent on meeting those assurances. State systems of accountability and data collection for school to work are the school district's responsibility. The cycle for implementation and data collection for local high schools is described on the following page.

Local School District Implementation Cycle


Course of Events for STWOA Cooperative Education State Skill Standards Certificate Program
April 1995: Coop manual, application forms and skill competencies in Food Service, Business Administration and Marketing available to school districts.
May 1995: Applications sent out to all school districts. Due to DPI by July 1.
August 1995: DPI Consultants review all applications and approve implementation sites.
October 1, 1995: School districts submit roster of participating coop students from each school to DPI.
October 15, 1995: DPI sends high schools portfolios according to number of students on roster.
April 1996: High schools notify Office of School to Work of names of students completing state coop skill standards requirements.
May 1996: Office of School to Work sends skill certificate to high schools for each student who has completed the coop program.

Program Design

Cooperative education skill standards programs are designed to provide paid work experience for junior or senior high school students which will contribute substantially to their educational and occupational development. The student's experience is divided between classroom instruction related to the work being done on the job and workplace learning.

It is expected that the workplace learning for each student will include an introduction to all aspects of an industry, thus ensuring a broad perspective of the career opportunity for the student. The workplace will give students opportunities to achieve both the employability skills and technical competencies identified by the industry for successful employment.

The competencies and skill standards which students must achieve for certification are industry developed and approved by the Department of Public Instruction. The competencies are measured on the job by the workplace mentor and in school by the teacher coordinator and other staff.

The school must furnish classroom facilities, reference materials, teaching aids, mentor training, and a teacher coordinator. Local business and industry establishments provide on-site work experiences for the students, collaboration time with a teacher coordinator, a workplace mentor, and assessment of competencies.

The certificate earned by the student will be issued by the State of Wisconsin. The certificate becomes a part of the student's portfolio. The student portfolio will contain a performance record for both the work experience and the related classroom learning. The portfolio is monitored and evaluated by the teacher coordinator and workplace mentor.

Local education agencies (LEAs) implementing a cooperative education skill standards certificate program must file an application for approval with the DPI. The application procedures are included in this guide (pages 43-46).

Once approved, the LEA will assume the responsibility to ensure that all procedures as described in this guide are followed.

Approved sites will build their cooperative education program around the following:

- State approved industry-developed competencies
- 2 semesters of school based related instruction integrating employability skills
- Paid work experience with a workplace mentor for a minimum of 480 hours
- Career planning and placement based on student career goals
- Successful completion of at least 90% of the total identified state competencies

Local Program Eligibility

Cooperative education programs that are interested in participating in the state industry-based cooperative education skill standards certificate program must submit an application to the DPI for prior approval. High schools must apply individually with a separate application for each cooperative education program area. High schools seeking skill certificate approval must agree to the following requirements and methods of implementation:

1. **The program must be operated by the local school district in partnership with business and industry.**

2. **Students enrolled in the program must be employable. Students who choose the cooperative education program are placed with employers for paid work experience in accordance with their abilities, aptitudes, attitudes, and career objectives. The student selection process must be fair and equitable and address the needs of all student populations.**

3. **The curriculum must be rigorous in providing for opportunities to achieve state approved industry-based skill standards and employability competencies as listed in the learning plan.**

   A. **Students will be in a related class(es) which provide the following:**
      - **Instruction in employment skills related to the world of work which include instruction in basic skills, personal and interpersonal skills, thinking and information processing skills, and relationships of systems and technology.**
      - **Instruction including the knowledge's and technical skills directly related to the occupation(s) toward which the cooperative placement is directed.**

   B. **The related class for cooperative education students must meet at least the same number of minutes as any other class receiving equal credit.**

4. **An individualized learning plan outlining the major competencies to be learned by the student on the job and in the related classroom instruction is required. A sample learning plan can be found on page 26 of this guide.**

5. **A cooperative education agreement among the school, employer, parent/guardian, and student to the conditions to which the participants agree when involved in the learning effort of students. A sample cooperative education agreement is shown on page 24 of this guide.**

6. **A student will work an average of 15 hours per week in order to experience the whole cycle of a work week. A continuous employment of the student for a minimum of 480 hours is required in order to be exposed to all aspects of the business or industry.**

7. **Programs implementing state certified skill standards must have an established business and industry advisory committee. This committee may serve as a larger school to work education for employment or youth apprenticeship committee.**

8. **The teacher coordinator is assigned a sufficient amount of time in their daily schedule to supervise and coordinate the cooperative education experience. The general rule is one hour of coordination per day per 12 students or 20 minutes per week per student. In addition, it is recommended that coordinators have extended contracts to aid in developing new training sites.**

9. **A workplace mentor is required to provide necessary supervision and training of the cooperative education student while employed. The mentor is responsible for coordinating the learning activities of the workplace with the teacher coordinator at the school.**

10. **Background training must be provided for the industry workplace mentor who has had no previous cooperative education program experience.**

Responsibilities of the Cooperative Education Partners

In developing a cooperative education program, there are expectations and understandings that affect all partners involved. The responsibilities defined below should be understood by all partners when developing a skill standards cooperative education program.

The Student Will:

- Cooperate with the workplace mentor and teacher coordinator, engage in the work as a learning experience, observe business etiquette, and abide by safety rules.
- Notify the school and business in advance when absence is unavoidable.
- Maintain school performance in order to remain eligible for the cooperative education program.
- Furnish the teacher coordinator with requested information and complete all necessary reports.
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the employer during the agreement period except by mutual agreement of all parties involved to end the experience.
- Abide by the rules and regulations of the cooperating employer.
- *Keep all business information of the cooperating employer confidential.*

The Cooperating Employer (Workplace Mentor) Will:

- Provide activities which will contribute to the achievement of the required competencies.
- Provide a workplace mentor for the education of the student worker.
- Observe and assess the student at the workplace.
- Provide employment for the student during the agreed times.
- Serve on the local advisory committee.
- Adhere to all Federal and State regulations regarding applicable child labor laws.

The Parent(s) or Guardian(s) Will:

- Be responsible for providing transportation for the student to and from the place of employment. Exceptions may be necessary for special populations students.
- Provide time for conferences with the teacher coordinator.
- Become knowledgeable concerning the purposes and procedures of the learning plan.
- Provide encouragement and assistance to insure their child receives the maximum benefit from the cooperative education experience.

The Teacher-Coordinator Will:

- Cooperate with and assist the employer in creating a learning plan to meet the needs of the student and employer based on state approved skill competencies.
- Observe and assess the student in school as determined in the learning plan.
- Cooperate with the employer with evaluation of the student. Final evaluation is the responsibility of both the teacher coordinator and mentor.
- Make every attempt to resolve problems that may arise from the business, school, parent/guardian, student, or community.
- Provide meaningful school based learning related to the needs of the student and employer and assessing the state employability skills identified in the skill certificate.
- Work with a local advisory committee to maintain a quality program.
- Provide and promote supporting activities, such as student organizations, advisory committees, and community activities that integrate co-curricular activities which will contribute to the achievement of the skill certificate competencies (Sample promotional material can be found on pages 41 and 42).

Section II
School Based
Learning Elements

School Based Learning

Methods of cooperative education are comprised of three parts which include: related school based (classroom instruction) learning, work based (on the job work experience) learning, and supporting activities (student organizations and advisory committees). All are essential. The teacher coordinator is responsible for coordinating the instruction and student learning from these three sources.

School based instruction refers to a formal "in-school" learning program which correlates with a planned work experience, both of which are designed to develop the student's career choice into a marketable skill. The competencies identified in the learning plan fall into two categories: employability and technical. Employability related instruction deals with conditions and relationships of business and work in general. It develops attitudes, knowledge, and understandings which are common to everyone engaged in the work process. These competencies are sometimes referred to as core employability skills and are closely aligned with the SCANS competencies (see pages 37-38).

To be effective, school to work transition plans including cooperative education experiences must focus on the student who is deciding which educational and career path they will follow. The school based learning component specifically calls for career awareness, career exploration, planning, and counseling. It also implies a previous involvement in career decision-making by the student and the initial selection through a career major.

The ultimate responsibility for implementing a comprehensive career development program lies at the local level. Counselors' and teachers' new role becomes one of a change agent, not only for students but for the system as well. An effective career development program:

- Is identifiable but integrated within the curriculum and other programs;
- Enhances the students' knowledge, skills and abilities;
- Supports student achievement in academic and occupational standards;
- Supports a diversified delivery system; and
- Is accountable with evaluation based on program effectiveness in supporting student achievement.

An example of a school to work/life plan can be found on page 36.

Related Classroom Instruction

Cooperative education programs implementing a state certified skill certificate program must have a school based related classroom component. The delivery of the requirement may vary from school to school but all must maintain the following conditions:

- Teach employability skills (SCANS competencies)
- Provide two semesters of related school based instruction (see page 39 for example)
- Teacher coordinators must be certified by the Department of Public Instruction in the instructional area in which they are supervising the cooperative education
- A local advisory committee will be used in planning and assessing the program
- Appropriate safety instruction will be provided prior to student placement at a worksite

Supporting the related classroom instruction are academic and vocational courses. These courses ought to be identified and sequenced during the student's high school experience to assist in the career development process. The integration of academic and vocational coursework will add to the value of the technical and employability skills being delivered through the cooperative education experience by reinforcing the content and application in a variety of learning settings.

Selection of Students

The cooperative education work based learning experience is the responsibility of the teacher coordinator working with the student and the employer. The coordinator secures the work sites and matches the students with the workplace in order to meet the student's career goals. The coordinator must take into account the student's personal goals and abilities.

The teacher coordinator should include in the learning plan an interview process between the student and employer, but the ultimate decision for workplace assignment made between the coordinator and the employer. Approval from the parent/guardians and workplace mentor is required before the student is placed in employment as per the cooperative education agreement.

The selection process should not eliminate problem students or allow only high-ability students to enroll in the program. Rather, it is a means serving all student populations based on individualized career goals and abilities. The only restriction on the number of students in the program is availability and suitability of work sites and size of classroom facilities.

Cooperative Education Agreements

The cooperative education agreement is a written statement of the learning commitment of each of the partners involved in cooperative education, usually the student, employer, parent/guardian, and teacher coordinator. It is an essential and business-like way of agreeing on the responsibilities of those involved in the cooperative education program. The agreement should be signed by each of the partners and a copy given to each. A sample Cooperative education Agreement is on page 24 of the operational guidelines.

The cooperative education agreement should prevent any misunderstandings about the program and the procedures to be followed. It should also differentiate it from other work based programs. Students who are employed without the benefit of a cooperative education method of instruction are like any other employee, and have little or no basis for receiving academic credit for their experience. It is through a cooperative education agreement including the industry skill standards that this program derives its integrity.

Items that must be included in the cooperative education agreement include:

- Name of student, birthdate, social security number, address, and telephone number.
- Name of employer, address, and telephone.
- Duration of employment
- Responsibilities of workplace mentor, student, teacher coordinator, and parent/guardian.
- Conditions of employment such as wages, hours, etc. If a special minimum wage is issued, the school must show approval by the Wisconsin Department of Industry, Labor, and Human Relations and the U.S., Department of Labor.
- Signature line for each of the partners.

Learning Plans

A learning plan is different from a cooperative education agreement in that the learning plan states the specific school based and work based learning which is to be offered to the student. The purpose of the learning plan is to organize and correlate classroom instruction with the learning experiences at the workplace site. It should organize the learning into a logical sequence, based upon state approved competencies and the student's career goals. A sample learning plan is on page 26.

The ultimate responsibility for learning plan development rests with the teacher coordinator and the workplace mentor. However, the student should also be involved in the development of the plan because it serves as a guide to *all* parties involved in the cooperative education experience.

Work itself does not justify school credit. Cooperative education derives its integrity from *combining* work and academic instruction in a manner which leads to the development of marketable skills in a career area chosen by the student.

Students who continue to perform the same routine tasks once they have been learned are not developing the occupational competencies necessary for career development. It is important that the workplace chosen for cooperative placements allow for experiences in all areas of the identified competencies. The participating employer should offer a variety of work experiences which allow learning to progress from the simple to the complex, culminating in an exposure of all aspects of the industry.

Employers need to be familiar with the content of the related class taught by the teacher coordinator. Using a learning plan that specifies the objectives and teaching strategies of the work based *and* school based learning enables the employer and workplace mentor to have a better understanding of the comprehensive nature of cooperative education programs.

A procedure for developing a learning plan is identified below:

1. Identify the tasks and competencies that are observable in the workplace.

   Develop an individualized learning plan *for each student* based on the competencies provided in the state approved certificate. Workplace tasks should be directly related to the identified competencies.

2. Evaluate the list of tasks and competencies with the workplace mentor to determine what activities the student can do at the workplace to demonstrate competency in the identified competencies.

   Regardless of the original source of the tasks, the workplace mentor should examine the task and competency list to be sure that the student will be able to demonstrate proficiency of them on the job. In addition, the workplace mentor should be asked to identify other tasks and competencies that the student may be performing in that workplace.

3. Identify the tasks and competencies to be used for evaluation for each grading period, based on related classroom learning and the needs of the workplace mentor.

4. Give the student a copy of the tasks and competencies for which she or he is responsible during the first grading period.

Research findings have shown that when students know what they are responsible for achieving, they perform better. Therefore, students must know what they are responsible for achieving on the job so that they can focus on learning and performing those tasks. Students should review the learning plan for their consideration. If possible, have them present when the teacher coordinator and workplace mentor finalize the learning plan.

Granting High School Credit

Credit must be granted by the high school for the cooperative education, work based experience. District guidelines need to be followed concerning the number of cooperative credits that will apply toward graduation for each of the school based and work based learning components.

However, credit for cooperative experiences should be granted only under the following conditions:

- The student is working in an area directly related to the program in which the student is enrolled.
- The student completes job-related assignments in the program at an acceptable level.
- Workplace experience is the result of a detailed learning plan determined by the teacher coordinator, the workplace mentor, and the student.
- The student's cooperative program is systematically evaluated by the teacher coordinator and workplace mentor.

Developing appropriate articulation agreements with post secondary institutions is encouraged. This effort should be considered in the planning stages of implementation to better assess the necessary school based and work based activities that would support articulated competencies with post secondary institutions.

Assessment Based on the Learning Plan

Assessment of the student's performance during each grading period must be based on the learning plan developed by the partners. A procedure for student assessment is described below.

The teacher coordinator and the workplace mentor are responsible to:

1. Assess student progress during each grading period on the identified tasks and competencies.

   Working together the workplace mentor and the teacher coordinator evaluate the student's performance for each task and competency previously identified. For those tasks on which the student receives a low rating, the workplace mentor identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, the workplace mentor may give examples which illustrate the outstanding performance. The workplace mentor and the student sign the learning plan and keep a copy.

   Students may master some tasks and competencies at both sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined and a new learning plan is designed.

   During the assessment process, it is important to allow students the opportunity to do self assessment of their progress. A self assessment form is included on page 29.

2. Communicate the results of the assessment to the student.

   The teacher coordinator and the workplace mentor meet with the student to discuss the evaluation. Identify areas that need to be improved, and inform the student of the workplace mentor's suggestions for improvement. Also identify strengths that have been pointed out on the job and in the classroom. Provide evidence to support the evaluation of the tasks and competencies.

   Ask the student to sign the learning plan. Give the student a copy of the tasks and competencies identified for the next grading period, and discuss the new learning plan.

3. Continue the evaluation process. For each assessment period established by the school, the teacher, working with the student and workplace mentor, should repeat this process.

To achieve mastery of the state approved competencies the student must receive a proficiency rating (3 or 2) on 90% or more of the total competencies identified for that certificate. The remaining 10% can be issued at the introductory level (1) or may not have been assessed. Students falling behind on the total number of proficiency ratings at the end of each grading period should be receiving additional support or assistance in skill development.

High school credit must be issued for the cooperative education experiences.

Cooperative Education Program Assessment

The establishment of a business/industry advisory committee consisting of local employers, parents, labor representatives, and educators can serve as a positive program planning and assessment tool. Consistent review and improvement of the policies and practices of the cooperative education program will assist in the effectiveness and long term implementation of the program.

There are many factors to consider in assessment of cooperative education programs, including workplace stations, related classroom instruction, workplace mentors, teacher coordinator performance, and student performance. Workplace stations need to be examined for their initial and continued suitability as appropriate learning locations. Workplace mentors need to be evaluated on their willingness and ability to provide proper learning for students. These evaluations are the responsibility of the teacher coordinator with support of the advisory committee.

Likewise, the related classroom instruction must be evaluated by outside reviewers. This can be done through students, employers and advisory committees and school administrators.

And finally, students must be evaluated on their performance on the job, and in the related classroom instruction, and adherence to school and work based rules and regulations. The advisory committee determines the assessment tools and evaluation techniques so student performance can be measured for use in the classroom, and is responsible to report student assessment/grades to the school as required. The teacher coordinator and the mentor work together to determine the proper worksite assessment and student evaluation procedures. Using the appropriate assessment tools, the teacher coordinator files the final report to submit the student's records to the state to be issued a skill certificate.

The workplace mentor is responsible to assess and document student achievement of competencies on the job, but is not responsible to evaluate the student for high school credit.

Section III
Work Based
Learning Elements

Work Based Learning

"Learning by doing" is the foundation of work based learning. Students must be provided the opportunity to participate in a paid work experience that assesses the state approved competencies. Work experience also supports the related school based instruction and contextualizes the learning.

Work based instruction at the workplace and under the guidance of the workplace mentor develops the technical skills which are related to a student's performance in entry-level employment. The strategies used in cooperative education reinforce the school based curriculum component of school to work by involving both educators and workplace mentors. Students demonstrate competencies learned in the classroom while performing tasks or functions of work at the workplace. The mentor is directly involved in the training as well as the assessment of the skill level of the student.

STWOA Cooperative education state skill standards set new expectations for workplace competency, teaching methods and student assessment.

Skills for the future require the integration of academic content and technical skill development. Employability skills identified in the SCANS report are required components of the cooperative education skill certificate program. This effort is supported by the Wisconsin education for employment standard which emphasizes the need for:

- business and education partnerships
- application of basic skills
- career development
- employability skills and attitudes
- school-supervised work experience
- knowledge of all aspects of industry

Because the work based component of the program is delivered outside the governance of the local school district, it is important that the local school work closely with the employer to establish the policies and procedures included in the training agreement.

Students, schools and employers are required to follow all DILHR child labor law regulations pertaining to work experience programs.

For more specific information on child labor laws and work experience programs, contact the Equal Rights Division, Department of Industry, Labor and Human Relations, P.O. Box 8928, Madison, WI 53707. Telephone: 608-266-6860.

School Policies for Work Based Learning

Students are expected to follow the local district's policies and rules for a work based learning experience. Policies 1, 5, and 9 are required elements of a cooperative education program; the remaining policies are strongly recommended.

1. **Each student is required to obtain a work permit before beginning work. A student will not be excused from school to go to work until the permit is obtained.**

2. **Students are required to maintain wage and hour forms at school. The forms list hours worked and pay received. Students are responsible for keeping these forms up-to-date and for obtaining their workplace mentor's signature to verify the information.**

3. **Students are required to maintain a daily record of their work experiences.**

4. **If a problem occurs at the workplace, the student is responsible for contacting the teacher coordinator immediately. The teacher coordinator will investigate the situation to resolve the problem.**

5. **Students must work a minimum average of 15 hours per week or a minimum total of 480 hours during the school year.**

6. **Students are responsible for their own transportation to and from their workplace unless special arrangements are made through the local district. Transportation problems do not justify absence from work or school.**

7. **Students who are injured on the job must report the injuries to their workplace supervisor immediately and to the teacher coordinators as soon as reasonably possible.**

8. **Absence from school means absence from work. Students may not, without permission from the teacher coordinators, report to their workplaces when they are absent from school.**

9. **Student employment must be coordinated with the school based instruction.**

10. **If students become unemployed as the result of situations or conditions beyond their control, they will be assigned in-school simulated work experience during the period of unemployment.**

11. **Students who become unemployed as the result of poor performance on the job will be placed on probation and re-assigned, placed on in-school simulated work experience, or removed from the program.**

12. **Students who are removed from the workplace as the result of dishonesty of any kind will be removed from the course. Additional disciplinary action may be taken by the workplace and/or the school depending on the circumstances.**

13. **Written consent of the teacher coordinator, employer, and parent/guardian is necessary for a student to quit the work based learning. Failure to follow this policy will result in a student being placed on probation, on in-school work experience, or being removed from the program.**

14. **The student will follow the attendance policies of the school and the workplace.**

Workplace Mentoring

Mentoring activities are those which support the needs of students by developing and maintaining a supportive relationship with an adult. The mentor nurtures the students by helping them adjust to the culture of the workplace and orienting them to career options and pathways.

Mentoring programs provide a variety of useful functions for youth, both psychosocial and instrumental in nature. They expose and socialize young people to the world of employment; strong ties to the labor market; increase access to opportunities; develop the social skills of youth; and contribute to an atmosphere of cooperation and flexibility at the workplace.

The employer must agree to provide a mentor(s) for students at the workplace. Mentors must be skilled, experienced workers who can teach youth about the industry and the world of work. Mentors will be required to attend training on working with high school aged youth and meet regularly with school personnel and parents/guardians.

The roles and responsibilities of the worksite mentor will vary from setting to setting but there are basic functions that all mentors ought to perform:

- Initiating the student to the workplace culture—introducing young people to an adult social system, a new culture with its own rules, conventions and norms. This can include both formal and informal organizational structure.
- Advising youth on career directions and opportunities, providing networking opportunities, and generally helping expand the young person's career goals.
- Helping the student to resolve practical problems—including personal difficulties encountered at work, and school and work related issues.

Mentor training is required and is the responsibility of the local school district. An example of mentor training components is provided on page 40.

Section IV
Sample Forms

23

Cooperative Education Agreement
For Skill Standards Certification

Name of Student Learner: _____

Co-op Program: _____

Birthdate: _____ SSN _____

Student's Home Address: _____

Student's Home Telephone: _____ Work Phone _____

Name of Firm: _____

Address of Firm: _____

School: _____ Telephone _____

The **employer** agrees to partner with the school(s) to offer a work based learning program, known as Cooperative Education, for an appropriate length of time to demonstrate to the student learner as far as possible "all aspects of the industry." The **employer** further agrees to pay the student a wage of $_____ per hour, assign an average of 15 hours per week; provide a workplace mentor; complete evaluations of the student's on-the-job performance; and confer with the coordinating teacher periodically to determine in what way the student's learning on the job might be strengthened.

The **student** agrees to perform all duties assigned in pursuit of a skill standards certificate. The **student** will conform to all rules and policies of the place of employment and the school. The **student** expects no special privileges, agrees to be on the job as per schedule (barring illness), and will confer with the coordinating teacher regarding any concerns encountered on the job.

The **teacher coordinator** agrees to provide school based learning related to the needs of the student and employer, assist the employer in establishing a learning plan, and work with all partners involved to achieve program goals.

The **parent/guardian** agrees to cooperate with the school and employer to assist the learner in achieving the program goals of the cooperative education experience.

THIS AGREEMENT DOES NOT SUPPLANT
ANY WORK PERMIT REQUIREMENT

_____ _____
(Student's Signature) (Date) (Employer's Signature) (Date)

_____ _____
(Parent/Guardian Signature) (Date) (Coordinating Teacher's Signature) (Date)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Office of School to Work
P.O. Box 7841
Madison, WI 53707-7841

SAMPLE

Student Information Card

Name_____ Car Make/Model_____

Address_____ License Number_____

SS Number_____ Required Graduation Credits

Birth Date_____ English_____

Math_____

Parent or legal guardian_____ Science_____

Health_____

Home Phone Number_____ Phys. Ed._____

Class Schedule

Period	Subject	Room Number	Teacher
1			
2			
3			
4			
5			
6			

Employer _____ Phone _____

Address _____ Sponsor's Name _____

Special Instructions:

Work Schedule

Day	Work Hours
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

SAMPLE

*Learning Plan**

Student _____ Employer _____ Workplace Mentor _____

Job Title _____ Teacher Coordinator _____ Date _____ Grading Period ____

Job Description:

Reference Materials:

Skill Certificate Competencies	Related Instruction	Where Observed	Date Observed	Initials	Comments

_____ Student Signature

_____ Teacher Coordinator

_____ Workplace Mentor Signature

* The above learning plan may be continued on additional pages

The employment of the learner shall conform to all federal, state, and local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, national origin, or any background as covered by local legislation. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals. **SAMPLE**

Student's Work Report

(To Be Filled Out By The Student)

Student Name _____ Report Number _____

Employer's Name _____ Date _____

Mentor's Name _____

Pay Stub Date _____

Hourly Rate _____ Gross Pay _____

Schedule

DAY	WORK HOURS	BREAK TIME	DAILY EARNINGS
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

COMMENTS: Use the back of this page if necessary for all comments.

- What did you learn new on the job this week?
- What safety issues need to be addressed at your workplace?
- Any comments regarding your supervisor or co-workers?
- Activities you enjoyed on your job this week?
- Tasks you did not enjoy on your job this week?
- Tasks that directly related to classroom learning?
- Other comments?

SAMPLE

Job Termination Request

(To Be Filled Out By The Student)

Student Employee Name _____ **SSN** _____

Program Title _____

Teacher-Coordinator _____

Employer _____

Mentor's Name _____ **Phone Number** _____

Date of Request _____ **Length of Employment** _____
(use the back of this sheet if necessary)

1. Reason for requesting termination of employment:

2. What effort did you make to foster good working relations on the job?

3. List specific instances that made you feel you could no longer work at this workplace:

4. Have you discussed the situation with your teacher coordinator?
   What were the results of this discussion?

5. What steps do you plan to take to become successful at your next workplace?

Termination Request: _____Denied _____Approved

Last day of work with this employer _____

Date _____ **Student Signature** _____

Date _____ **Teacher-Coordinator** _____

Date _____ **Workplace Mentor** _____

Date _____ **Parent/Guardian** _____

If a student employee is terminated from a workplace, the teacher coordinator must be notified immediately and become involved in discussions with the employer, student-employee, parent/guardians, and workplace mentor. The completed termination request becomes part of the student's school record.

SAMPLE

Student's Self Evaluation of Progress

(use additional pages if necessary)

Student: _____	Grading Period: _____
Teacher Coordinator: _____	High School: _____
Workplace Mentor: _____	Workplace: _____

General Evaluation

Assess your progress in the following areas by answering the following questions.

- Workplace Experiences
  Describe your workplace experiences and any methods used to improve your skills.

- Teamwork/Communication With Others
  What type of team experiences have you been involved in? What was your level of participation in the team?

- Responsibility
  Describe you role in ensuring quality in your job tasks.

- Maintaining Schedule/Use of Time
  Describe your work schedule.

Evaluation of Progress

1. What skills do you feel you have you learned through this experience? How?

2. What skills do you feel you have you improved? How?

3. What skills do you feel need to be improved? Why?

Workplace Evaluation

1. How do you rate the quality of instruction and supervision at your workplace?

2. How would you describe your interaction with fellow employees at your workplace? With your mentor?

3. Working conditions at your workplace are...

4. What, if any problems have you encountered at your workplace that you feel need to be addressed?

Parent's Evaluation Of Cooperative Education Program

(use the back of this page if necessary)

Assess the quality of the program by completing the questions listed below:

1. Have you noticed any improvement in the maturity level of your son or daughter as a result of he/she being enrolled in the cooperative education program?
   ____Yes ____No Comments:

2. Has your son's or daughter's grades shown improvement since enrolling in the program?
   ____Yes ___ No Comments:

3. Has his/her attendance in school improved over previous years?
   ____Yes ___ No Comments:

5. Do you feel that the workplace that your son or daughter was placed in offered adequate preparation to find full-time employment upon graduation.
   ____Yes ___ No Please explain.

6. Have transportation problems occurred? Please explain.

7. What problems, if any, do you feel your son or daughter encountered at work, such as: getting along with fellow employees or supervisors, lack of job skills, lack of a pleasant atmosphere, etc.? Please list problem areas.

8. List any advantages of the cooperative education not indicated above.

9. List any disadvantages or criticisms of the cooperative education.

10. If you had to make the decision again, would you have your son or daughter enroll in the school-supervised work experience program?
    ____Yes ____ No Comments:

SAMPLE

Section V
Appendices

Appendix A

Definitions

All Youth/All Students:
Both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.

Articulation Agreements:
A written agreement or a system wide written policy which links two or more educational systems to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credits.

Career Guidance and Counseling:
Programs that: a) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills and knowledge and understanding of local, state, and national occupations, education, and labor market needs, trends and opportunities; b) assist individuals in making and implementing informed educational and occupational choices; and c) aid students to develop career options with attention to surmounting gender, race ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

Career Major:
A coherent sequence of courses or field of study that prepares a student for a first job and that:

- Integrates academic and occupational learning, integrates school-based and work based learning, establishes linkages between secondary schools and post secondary institutions;
- Prepares the student for employment in a broad occupational cluster or industry sector;
- Typically includes at least two years of secondary education and at least one or two years of post secondary education;
- Provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;
- Results in the award of:
  - a high school diploma or its equivalent, such as a general equivalency diploma (GED), or
  - an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;
  - a certificate of diploma recognizing successful completion of one or two years of post secondary education (if appropriate); and
  - a skill certificate; and
- may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a two or four year college or university.

Career Map:
A planning document that identifies a coherent sequence of secondary and post secondary (if appropriate) courses and experiences a student needs in high school to be prepared to enter and complete post secondary education and/or a chosen career area.

Career Plan:
A written plan in a secondary student's school file that outlines the student's strengths, interest, areas needing attention, career and educational goals, and an action plan resulting from that information.

Connecting Activities:
A component of the School to Work Opportunities Act in Wisconsin includes:

- employer recruitment/mentor training
- staff/professional development
- strategies to serve all youth
- job search assistance for graduates
- school site mentors
- post-graduation follow-up services
- program evaluation

Consortium:
A group of two or more school districts, employers, and other partners which are organized around the common goal of establishing a school to work system in the community(ies).

Co-op Agreement:
A written contract between the employer and the school partners which stipulates the conditions of student employment in the co-op program

Cooperative Education Program (Co-op) State Approved:
A program which integrates career related classroom instruction with work based learning. A learning plan based on occupational and employability competencies is developed locally between the supervising teacher and employer. A student learning plan is based on the industry based state skill competencies. The program involves a minimum of 480 hours of paid workplace experiences under the supervision of a trained mentor.

DaCum:
The DaCum process involves role incumbents and supervisors for up to several days with a trained facilitator to generate information concerning the specified business/industry field.. The result is a listing of tasks and activities for any particular job.

Employer:
Public and private employers providing work based learning opportunities for students.

Extended Contract:
A period of employment beyond the regular school term during which the teacher devotes time to instruction, workplace visits, and/or development of curriculum.

Industry Skill Standards:
National voluntary industry skill standards which include content from multiple disciplines, define what productive workers in an occupational cluster or industry sector need to know and be able to do.

Integrated and Applied Curriculum:
The integration of academic and occupational education by designing curriculum which brings together related concepts, generalizations, contents and/or processes, combined with techniques that provide students with the opportunity to apply their knowledge and skills through authentic tasks.

Learning Plan:
An outline of learning experiences coordinated by the teacher and the workplace mentor which provides for student achievement of competencies in a skill standards program.

Mentor Training:
Training for workplace mentors which includes a review of the role and responsibilities of a workplace mentor; supervision techniques and teaching methodologies appropriate for adolescents; integrating work based and school based learning; and student performance evaluation techniques.

Post Secondary Educational Institution:
An institution of higher education (as defined in section 481 of the Higher Education Act of 1965).

Professional Development:
Providing training and/or orientation to teachers, counselors, administrators, school site mentors, workplace mentors, school to work coordinators, and others on any or all aspects of the school to work system in order to provide skills and knowledge necessary to successfully implement the system components.

School Based Learning:
A component of the School to Work Opportunities Act in Wisconsin includes:

- assessment of student's academic and work readiness skills, which is integrated with career planning;
- career awareness and exploration and counseling for all students (beginning no later than the 7th grade);
- selection by students of a career major no later than the beginning of the 11th grade;
- curriculum articulation with post secondary education (technical and university);
- the use of integrated and applied curriculum in a school to work context
- coordination with community services as needed to support all student population in the school to work activities
- data collection and program evaluation

Secondary School:
A nonprofit day or residential school that provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12; and a Job Corps center under [art B of title IV of the Job Training Partnership Act.

Skill Certificate:
A portable, industry-recognized credential issued by a School to Work Opportunities program under an approved state plan, that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994, except that until such skill standards are developed, the term "skill certificate" means a credential issued under a process described in the approved State plan. **Note:** State approved skill certificates are presently available in the youth apprenticeship program and selected cooperative education programs.

Skill Standards:
The skills defined by industry, labor and education which students must achieve in order to earn a skill certificate from the Department of Industry, Labor & Human Relations, the Department of Public Instruction and/or any other authorized state or national agency.

State Educational Agency:
The officer or agency primarily responsible for the State supervision of public elementary and secondary schools.

Teacher-Coordinator:
Licensed member of the school staff responsible for administering the school program and resolving any problems that arise between the school based and work based activities of the employed student. The coordinator acts as liaison between the school and employers in methods of cooperative education.

Vocational Education:
A public education program providing educational experiences that enhance the vocational development processes of exploring, establishing and maintaining oneself in worker, family member and citizen roles. One of its unique contributions is the development of occupational competency.

Vocational Student Organization (VSO):
Vocational student organizations are for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations must have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

Wisconsin Student Assessment System (WSAS):
Refers to the tenth-grade portion of the WSAS with its three components - knowledge and concepts, performance, and local portfolio assessment. As a result of performance on the assessments and based on objectively established standards, students will be identifies as proficient or non proficient. Statewide tenth grade assessment data, together with additional, locally specified information, will serve as the basis fro making decisions about student's readiness to pursue various post-tenth grade options. The state requirement is that schools and districts be explicit about the local standards and criteria on which decisions are made.

Work Based Learning:
A component of the School to Work Opportunities Act which in Wisconsin includes:

- Wisconsin youth apprenticeship;
- other skill based school supervised work experience, such as co-op, JTPA-Work Experience, JTPA-On-the-Job Training, or supportive employment, which is based on state and/or national skill standards, is relevant to the student's career major, which includes all aspects of the industry, and which leads to a recognized state or national skill certificate;
- unpaid structured school supervised work experience, including volunteer work in the community, which related to a student's career major;
- workplace mentoring
- instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and
- data collection and program evaluation

Work-Readiness Assessment:
The process of assessing a student's readiness for a workplace assignment and/or a paid job. May include an assessment of any work experiences to date, ability to work with others, knowledge of job application and interviewing techniques, ability to accept work-related supervision, and any other basic work skills deemed necessary to be successful in a job setting.

Workplace Mentor:
An employee or other individual, approved by the employer at a workplace who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, guides the student to perform well, and works in consultation with classroom teachers and the employer of the student.

Youth Apprenticeship:
A program which integrates school based and work based learning for high school students, which is based on state and/or national industry skill standards, which offers a skill certificate upon successful completion, and which is administered in Wisconsin by the Department of Industry, Labor, and Human Relations (DILHR).

SCHOOL TO WORK TRANSITION PLAN

Elementary	Middle School	High School	Transition	Post Secondary Options	Life Skills
K-5	6 - 8	9 - 10	11 - 12		
Core Curriculum - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Traits/Talents and the Nature of Work Resource: Classroom Activities in Employability Skills, Adopt a Class	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Career Exploration and Planning Resource: Middle level Curriculum Guide. "Exploring Life's Work"	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Education for Employment and Gifted & Talented * Emphasis on Career Planning and Preparation Career Viewing Resource: Career Maps, Curriculum based on WI Educational Goals, Learner Outcomes, Integrated/Applied Task Model	*Core Curriculum* - Based on a Learning Plan Including strategies for; World of Work Prep (School Supervised Work Experience) Youth Apprenticeship Tech Prep (Articulation) College Prep Post Secondary Options (Advance Placement) Resource: Curriculum Development based on: Integrated and Applied, Developed in Teams of Vocational, Academic, Special Needs, Post Secondary, and Business Community	- Training For Future Career Needs - Advanced Technical - Apprenticeship - Associate Degree/Diploma - College Degree - Post College Degree Curriculum: - Standards Based (Ind. Skill Standards) - Employability Skills (SCANS) - High Expectations - Work Based Opport. - Integrated/Applied - Articulated Instruction	- Family - School - Work - Community - Society - World - Health - Economics - Education - Learning
	Assessment 4th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting • Counseling	Assessment 8th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting for Options/Choices • Counseling	Assessment 10th Grade • Portfolio • Proficiency • Projects • Performrmance • Student/Parent Goal Setting & Choices for Life Preparation • Transition Plan • Counseling * Career Major	Assessment • High School Diploma • Proficiency Certification • Transcript Verification • Student/Parent Exit Goal Setting • Seemless Transition to Next Level	Post Secondary Options • Diploma/Degree • Advanced Proficiency • Transcript Verification • Career (Advancement) Plan Employee/Employer • Continuing Education and Training	

Developmental Guidance

Appendix C

SCANS Skill Competencies

Resources: Identifies, organizes, plans, and allocates resources

A. Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. Money —uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources—assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as a Member of a Team—contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers—works to satisfy customers' expectations
D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses computers to Process Information

Systems: Understands complex inter-relationships

A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

Technology: Works with a variety of technologies

A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

These competencies are built around a three part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace.

SCANS Foundational Skills

Basic Skills: Reads, writes, performs arithmetic and mathematical operations; listens and speaks

A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues

E. Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking—generates new ideas

B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving—recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility—exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem—believes in own self-worth and maintains a positive view of self

C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty—chooses ethical courses of action

Appendix D

Recommended Outline of General Related Instruction

The following outline may be used as a guide in developing units of instruction which are common to methods using the cooperative method of instruction. The technical or occupational related instruction is specific to the occupational area.

I. Career Opportunities
   - A. Advancement
   - B. Local, state, and national projections
     1. technological
     2. sociological
     3. economic
   - C. Related career opportunities

II. Career Decision-Making Process
   - A. Self-assessment measures
   - B. Individual potential
   - C. Learning opportunities
   - D. Transferability of skills

III. Developing a Career Portfolio
   - A. Job application and resume
   - B. Job interviewing skills
   - C. Employment agencies
   - D. Developing an individual plan
   - E. Written career goals

IV. Safety on the Job
   - A. Worker's responsibilities
   - B. Developing a safe attitude
   - C. Laws and regulations

V. Human Relations in the Workplace
   - A. Interpersonal relationships
   - B. Responsibility
   - C Personal health and safety
   - D. Personal attributes
   - E. Organizational skills
   - F. Work ethic
   - G. Quality systems and outcomes

VI. Communications
   - A. Speaking,
   - B. Writing,
   - C. Readings, and
   - D. Listening skills
   - E. Body language
   - F. Use of technology in communications
   - G. Computer skills

VII. Math
   - A. Basic computations
   - B. Calculator
   - C. Spreadsheets
   - D. Record keeping
   - E. Reasoning and problem solving skills

VIII. Legal Aspects of Employment
   - A. Fringe benefits
   - B. Gender equity and harassment
   - C. Labor laws
   - D. Unions and labor organizations
   - E. Discrimination
   - F. Income tax

IX. Personal Finances
   - A. Budget procedures
   - B. Payroll deductions
   - C. Insurance protection
   - D. Use of credit
   - E. Investment opportunities

X. Economics
   - A. Principles of private enterprise
   - B. Business trends
   - C. Anticipating and adapting to change

XI. Maintaining and Terminating Employment
   - A. Understanding need to be productive
   - B. Work attitudes and organization structure
   - C. Understands the use of related technical skills
   - D. References/ networking

Appendix E

Suggested Mentor Training Components

Mentors must be educated in how to construct effective training plans. The process will not come naturally to many, and some mentors will need to be convinced of the validity of the process. Mentor training must include job task analysis and the "hows" and "whys" of setting a knowledge base to facilitate student learning and the mastery of complex job requirements. In addition, mentors will need to be trained in how to access appropriate resources in the development and implementation of training.

Specific training modules could include:

- Defining mentor roles and responsibilities;
- Dealing with diversity;
- Conflict resolution;
- School and work: Bridging the gap;
- Effective communication with adolescents;
- Self esteem and the adolescent;
- How to facilitate teams;
- Problem solving;
- Principles of management and self management;
- Workplace curriculum development;
- Identification and sequencing of tasks;
- Job tasks analysis/DaCum analysis;
- Instruction in "all aspects" of the industry and broad skill development
- Accessing resources;
- How to coordinate, scaffold and build on basic skills;
- Managing student rotation and coordinating learning across departments;
- How to individualize student needs into training plan development; and
- Methods of worksite assessment (incl. portfolios and projects).

In addition, there must be a formalized planning process up front that include all identified mentors, supervisors, and the managers of all departments that students will work in. This is essential for the development of an effective, formalized program for student learning. School to work program planners must realize, however, that employers are very busy. School to work program staff can help facilitate this process by working with staff to ensure the development of a quality learning environment.

Specific mentor training modules could include:

- Setting benchmarks;
- Constructing projects for the workplace;
- Structuring progressive skill mastery
- Effective assessment techniques;
- Methods of alternative assessment/portfolio assessment;
- Working with various learning styles;
- Working with teams;
- Selecting appropriate media to maximize student learning;
- Scaffolding and determining appropriate intervention points;
- Working with adolescents: Building self esteem and motivation
- Reflection techniques and strategies;
- Conflict resolution; and
- Effective Instructional Techniques

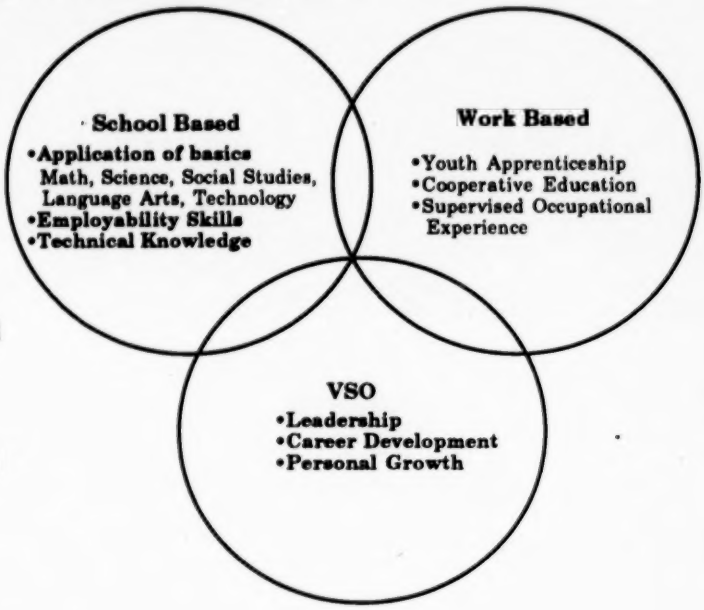
Wisconsin's Vocational Student Organizations

What Are Vocational Student Organizations (VSOs)?

- VSOs are a basic component of vocational education programs that support and enhance related school based and work based learning (see diagram).
- VSOs provide students with skills and knowledge to succeed in the new global economy.
- VSOs are found in middle, junior and senior high schools throughout Wisconsin.

How Many Students Are Involved?

In Wisconsin, over **35,000 students** receive direct benefits from participating VSOs. Many more are enrolled in a wide array of vocational education courses.



What Are the Benefits of VSOs?

VSOs:

- Enable students to achieve high academic and occupational standards,
- develop meaningful business partnerships,
- link school based learning to the real world of work and family,
- motivate youth to become better students and productive citizens,
- develop school and community leaders,
- enhance student self-esteem and self-confidence.

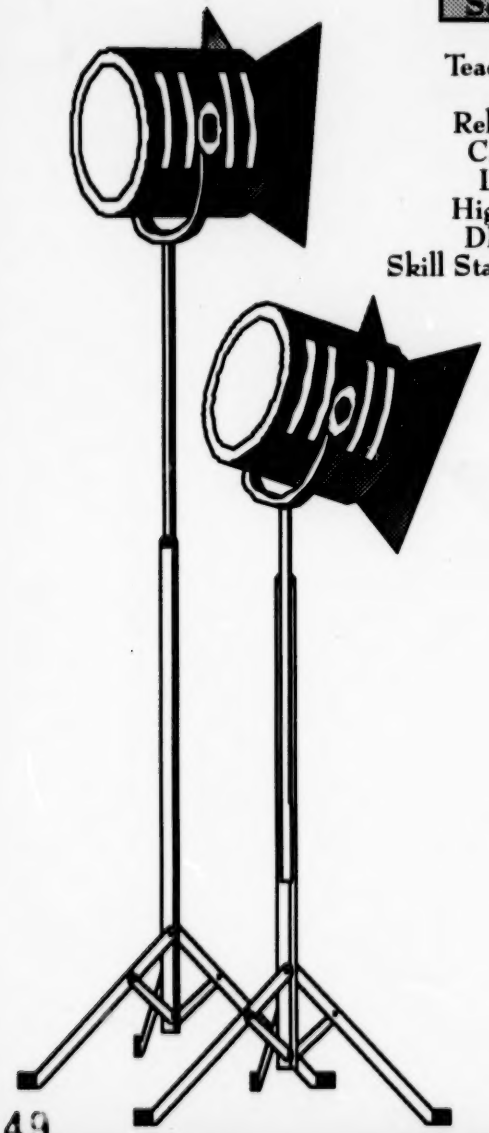
How Do VSOs Enhance School to Work Transition?

- VSOs are integral to the success of Wisconsin's school to work initiative.
- VSOs serve as a vehicle to transition students into life's work.
- VSOs help to develop a world class work force.
- Students learn how to communicate in real world situations, solve problems, and work in teams.
- Students gain respect for the dignity of work while developing high standards.
- Nearly 800 corporations, labor unions, and trade associations support VSOs in Wisconsin.
- Business people involved with VSOs can:
  - capitalize on access to some of the best prepared employees,
  - improve the relevance of the curriculum in the educational system,
  - make a difference in the lives of individual students,
  - serve as a positive role model, mentor or training sponsor.
- Partnerships between businesses and VSOs are win-win experiences:
  - business people renew their faith in young people and gain personal satisfaction,
  - students gain a positive image of business and business people,
  - students see relevance of school and work; students make informed career decisions,
  - vocational educators align their curriculum to the real world.

VSOs in Wisconsin:
FFA - an association for agriculture students
FBLA - an association for business students
FHA-HERO - an association for family and consumer students
HOSA - an association for health occupation students
DECA - an association for marketing students
VICA - an association for technology students

FOR MORE INFORMATION ABOUT VSOs CONTACT:
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Setting the Stage for Career Opportunities...
Cooperative Education in Wisconsin



School Based

Teacher Coordinator
Student
Related Instruction
Career Guidance
Learning Plans
High School Credit
DPI Certification
Skill Standards Competencies

Connecting

Parents/Guardians
Community
Advisory Board
Articulation with WTCS
Career Major/Goal
Skill Certificate

Work Based

Workplace Mentor
Student
On Site Training
Industry Partners
Skill Standard Competencies

Cooperative Education Programs in Wisconsin place heavy emphasis on the word "Cooperation". Co-op programs rely on the symbiotic relationship between all partners involved. School based elements such as the teacher coordinator and classroom instruction combine with work based elemenents such as the mentor and the workplace. In cooperation with these elements are the actions of the connecting partners: parents/guardians, community and industry. These form the framework within which the student progresses, gaining the skills s/he needs, thus opening up the horizon to further career and educational opportunities down the road.

Appendix H

Wisconsin's Program Application
Cooperative Education Skill Standards Program

The Wisconsin Cooperative Education Skill Standards Program is endorsed and supervised by the Wisconsin Department of Public Instruction (DPI) in cooperation with the Department of Industry, Labor and Human Relations (DILHR), the Wisconsin Technical College System (WTCS), University of Wisconsin, and business and industry associations.

The skill standards program integrates workplace employability skills with related school curriculum and workplace occupational knowledge and skills with work based experiences. Students completing the skill certificate program will be issued a state certificate by DPI that reflects current business and industry skill requirements to be used in a future employment portfolio.

All applications must come from the school district or partnership of school districts as described in their local school to work consortium. Applications must be received and program implementation must be approved prior to implementing the program. Applications for programs wishing to begin with the fall semester must be submitted to DPI no later that July 1, 1995. Applications for programs which begin with the spring semester must be submitted no later that November 1, 1995.

Please submit two copies of the completed application to:

The Department of Public Instruction
Office of School to Work
P.O. Box 7841
Madison, WI 53707-7841

Please submit one copy to your local school to work partnership/consortium for the purpose of technical support and improved data collection for your district.

Applications will be considered and approved by the DPI education consultant responsible for the cooperative education occupational area reflected by the specific skill certificate. Program approval criteria are included in this guide.

For information about the Wisconsin Cooperative Education Skill Standards program or the application process, contact the Office of School to Work at 1-800-441-4563.

Wisconsin Co-Op Skill Certificate
Program Application Narrative

Application must include written documentation to the following questions:

1. Program Goals:

A. Describe the goals for the local cooperative education program.
B. Describe how this program relates to other school based work experience programs offered in the district.

2. Program Implementation

A. Describe the program design, including the school related instruction which integrates:
   - employability competencies
   - workplace coordination including assessment of state developed competencies

B. Describe how students will be selected for the program. Include specific strategies to ensure recruitment of non-traditional students, minorities and students with disabilities for the purpose of promoting equity.

C. Describe what career guidance students will receive before, during, and after the program.

D. Describe how the workplace mentor is provided and trained to work with school-aged youth.

E. Describe how students, staff, parent/guardians, and business partners will be informed about the program.

F. Describe what articulation agreements have been or are being developed with post secondary institutions.

G. Attach a list of employers who have committed to hire Co-op students in each of the program areas identified on the application form.

H. Sign and include a copy of the attached **Program Assurances.**

Program Application for Cooperative Education Skill Standards Certification

School Name (please print)

Address

District Code *Building Code*

Teacher Coordinator

School Phone Number

Fax Number

Return To:
Office of School to Work
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
Attn: Cooperative Education

Program Assurances

_____ high school agrees to the following assurances in the operation of a Wisconsin Cooperative Education Certificate Program.

1. The program will include an integrated school based and work based learning method for all semesters of the program for all students.

2. Each program curriculum will include the state -approved industry-validated occupational competencies for its career area.

3. The teacher coordinators are certified by the Department of Public Instruction and are trained in methods of cooperative education. *DPI Certification License #281 for Business Administrative Support Services, DPI Certification License #213 for Food Service, DPI Certification License #285 for Marketing*

4. Authentic learning experiences at the workplace are provided by the employer which provide exposure to students of all aspects of the industry.

5. Mentors will receive training on the responsibilities of the mentor in the student learner's workplace experience.

6. All students enrolled in the program will meet local district guidelines of eligibility prior to being placed on the workplace. Student selection and employment adheres to all state and federal laws.

7. An advisory committee which has expertise related to this program is involved in the planning and evaluation of the program.

8. Career counseling is provided at the school for all student populations.

9. The cooperative education partnership has met the program eligibility requirements listed on page 7 of the *Guidelines for Implementing a Cooperative Education State Skill Standards Certificate Program*.

10. A minimum of 15 hours of combined safety instruction must be taught as a part of the training instruction.

Signed _____ Date _____
District Administrator

Signed _____ Date _____
Principal

Signed _____ Date _____
Teacher Coordinator

Return to: Department of Public Instruction, Office of School-to-Work, P.O. Box 7841, Madison, WI 53707-7841

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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